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ABSTRACT

This guidebook outlines the culture and structure of schools and shows how archaeologists can work with teachers, curriculum developers, museum professionals, and park rangers to develop useful programs in archaeological education both in the classroom and in informal settings. The essays strive to provide multiple examples of exemplary programming that meets the needs of students, educators, and archaeologists in a realistic, achievable manner. The writings are: (1) "Accessing Educational Systems in Canada and the United States" (Cathy MacDonald; Paula Burtness); (2) "Governmental Education Standards and K-12 Archaeology Programs" (M. Elaine Davis); (3) "Cognitive and Moral Development of Children: Implications for Archaeology Education" (Emily J. Johnson); (4) "Learning and Teaching Styles: Reaching All Students" (Victor W. Geraci); (5) "Heritage Education for Special Students" (Renata B. Wolynec); (6) "Developing Lessons about Archaeology: From a Teacher's Journal" (Patricia Wheat); (7) "'National Geographic' and 'Time Magazine' at Textbooks: How Teachers Learn about Archaeology" (Dorothy Schlotthauer Krass); (8) "Including Archaeology in K-12 Teacher Education (Robert H. Brunswig, Jr.); (9) "Brokering Cultures: Archaeologists Reach out to Teachers" (Ruth Osterweis Selig); (10) "From Context to Content: Instructional Media for Precollegiate Audiences (KC Smith); (11) Teaching Archaeology with Educational Technology" (Joelle Clark); (12) Against the Clock: Introducing Archaeology in Time-Limited Situations" (Carol J. Ellick); (13) "Assessing Archaeology Education: Five Guiding Questions" (Nan McNutt); (14) "Teaching Archaeology without the Dig: What's Left?" (Nancy Hawkins); (15) "Simulated Excavations and Critical Thinking Skills" (Beverly A. Chiarulli; Ellen Dailey Bedell; Ceil Leeper Sturdevant); (16) "Digging with Kids: Teaching Students To Touch the Past" (Karolyn Smardz); (17) "Archaeology and Values: Respect and Responsibility for Our Heritage" (Jeanne M. Moe); (18) "Who Paints the Past? Teaching Archaeology in a Multicultural World" (Marjorie Connolly); (19) "Gatekeeping, Housekeeping, Peacekeeping: Goals for Teaching Archaeology in the Public Schools" (K. Anne Pyburn); (20) "Applying the Message to the Medium" (Peter Stone); (21) "Politics, Publicity, and the Public: Urban Archaeology in the Public Eye" (Elizabeth Anderson Comer); (22) Crow Canyon Archaeological

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Center: Why an Independent, Nonprofit Center Makes Sense" (Stuart Struever); (23) "Teaching the Past in Museums" (Joanne Lea); (24) "Teaching Archaeologists To Teach Archaeology" (Nancy Marie White); (25) "On Site and Open to the Public: Education at Archaeological Parks" (Mary L. Kwas); (26) "Archaeology Education Programs: A Long-Term Regional Approach" (Bonnie Christensen); (27) "Environmental Education: Perspectives for Archaeology" (Norman R. Frost); and (28) "Retrospective: Personal Thoughts on the Maturation of Archaeological Education" (Martha Williams). (Contains references.) (RJC)

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